PSYC221 ASO Syllabus

General Course Information
Course: PSYC221 ASO
Course title: Cognitive Psychology (ASO)
Pre-requisites: PSYC100
Semester and Year: Fall 2025
Number of credits: 3.0
Learning hours: 120 hours total
Modality: Online

Contact Information
The teaching team contact information is located on the Homepage of the course.

For general questions about the course, please post to the Course Questions Forum, (located under Help in the navigation bar). Feel free to help answer your peers' questions on this forum. Most questions are answered within 24 hours.

Please use your Queen's email for inquires that are more personal in nature, or for issues such as academic accommodations or marking. If you need to have a more detailed conversation, please contact the instructor.

Queen's Email
The university communicates with students via Queen's email. Please check your email regularly to ensure you do not miss important information related to your course.

Course Announcements
Throughout the course, announcements will be posted to the class, including reminders of upcoming due dates, responses to frequent questions, corrections, etc. You are encouraged to routinely check the Announcements section of the course homepage in onQ. To ensure that you receive these announcements promptly, it is also recommended that you enable [email notifications to your Queen's email address](#).

Course Description
Cognitive psychology is the study of the mind. By employing the scientific method, cognitive psychologists develop an understanding of the processes involved in all aspects of thinking, including attention, perception, memory, reasoning, language, and problem-solving. With the human brain considered to be the most complex object known to exist, and maybe the most powerful learning system known to exist, the study of the thinking processes it produces is immensely challenging. With this complexity and the challenge of using our own thinking to study human thinking, cognitive psychology represents a rich and fascinating research domain.

Course Learning Outcomes
On successful completion of this course, students will be able to:

1. Identify and explain classic and current issues within cognitive psychology (including but not limited to perception, attention, memory, knowledge, language, problem solving, and reasoning and decision making)
2. Identify and explain standard methodological approaches used in the study of human cognition and cognitive neuroscience.
3. Engage in critical reading of empirical evidence used to examine theories of cognition.
4. Explain how experimental findings inform theories of cognition.
5. Collaborate with peers to analyze experimental designs and theories and effectively communicate the results.

Course Materials

For this course, you need access to the online MindTap resource provided by Cengage.

- **MindTap Instant Access Code for *Cognitive Psychology: Connecting Mind, Research and Everyday Experience*, 5th Edition (6 Month/One Term Access).**

The Access Code for MindTap is available for purchase from the Queen's Campus Bookstore.

MindTap is an online platform that provides access to the textbook and CogLab:

- Textbook: E. Bruce Goldstein, *Cognitive Psychology: Connecting Mind, Research and Everyday Experience.* Fifth Edition, Cengage, 2019.
- CogLab is an interactive online laboratory where you can try more than 50 classical experiments from cognitive psychology.

Please follow these instructions to register for MindTap: https://www.cengage.ca/start-strong/mindtap/not-integrated/ia-no/ To register, you will need the Access Code that you purchased from the bookstore and you will need the following course key: **MTPN-GQV5-BG81**

The cost for MindTap is $104.95.

Third Party Policy

Be aware that by logging into the Cengage site, you will be leaving onQ, and accessing Cengage's MindTap website. Your independent use of this site, beyond what is required for the course (for example, purchasing the company's products) is subject to Cengage's terms of use and privacy policy. You are encouraged to review these documents, using the links below, before using the site.

Cengage Privacy Policies:
MindTap: https://www.cengagegroup.com/privacy/
CogLab: https://coglab.cengage.com/info/privacy.shtml

Timeline

The Course Timeline shows all relevant course dates, including assessments, as well as links to other important course information. As dates may change, you should consult the Timeline each time you log in to the course.

Description of Learning Activities and Assessments

Online Quizzes

There are 10 quizzes in this course. The quizzes will consist of 10 multiple-choice questions based on the weekly material from weekly videos and textbook readings. The quizzes will be open for 72 hours and once you start, you will have 11 minutes to complete your quiz. Your final grade will be based on your highest 8 quizzes.

Online Discussions

- **Week 2:**
  - You will participate in an unmarked discussion assignment meant to familiarize you with the discussion forum.
- **Weeks 3 and 8:**
  - You will be randomly assigned to small groups and have a TA or the instructor assigned to your group to facilitate your discussion. There will be three components to each discussion assignment:
    - **Initial post:** Each student will first provide a response to the discussion question.
    - **Participation:** Each student will participate in discussion forum by responding to other students' posts.
    - **Final submission:** Your discussion group will provide a single final submission.
  - You will be marked on the quality of your initial post, your contribution to the discussion forum, and the quality of the group's final submission.
  - Each discussion will be marked out of 10 points (2 points for your individual initial post, 2 points for participating in the discussion forum, and 6 points for a group final submission).
  - **The initial post must be completed by the deadline as stated in the course timeline, otherwise you will receive a grade of zero on the initial post. If you do not complete the individual initial post and don't participate in the discussion forum, then you will also get zero on the group final submission.**
  - This is a group report, and everyone in the group should contribute in a timely and meaningful manner.
  - Your final discussion grade will be based on both discussions.

Cognitive Lab Assignments

- **Week 4:**
  - You will participate in an unmarked cognitive lab assignment meant to familiarize you with the structure of the cognitive labs.
- **Weeks 6 and 10:**
  - You will complete a cognitive lab and submit a written assignment (maximum 2 pages in length, single spaced). Each written assignment is designed to demonstrate your understanding of that week's cognitive lab.

Final Exam
The Final Exam is three hours in length and includes multiple-choice and short answer questions based on the material from the entire term. The specific date for the final exam will be announced later in the term, along with more details on the number of questions.

Evaluation

Activity	Weighting	Alignment with Learning Outcomes
Discussions (2 total)	16%	1, 2, and 5
Quizzes (best 8/10)	16%	1 and 2
CogLab Assignments (2 total)	20%	1,2,3,4,and 5
Final Exam	48%	1,2,3, and 4

Assignment Submission Policy

- The initial discussion post must be completed by the deadline stated in the course timeline, otherwise you will receive a grade of zero on the initial post.
- Participation in the forum for the discussion assignments must be completed within the open discussion period as outlined in the course timeline, otherwise the participation grade will be assigned a zero.
- If you do not complete the individual initial post and don't participate in the discussion forum, then you will also get zero on the group final submission.
- Late group final discussion submissions will be penalized 10% per day late including weekend days.
- Online quizzes must be completed during the 72-hour testing window, otherwise a grade of zero will be assigned.
- Late cognitive lab assignments will be penalized 10% per day late including weekend days.

Policy Regarding Re-Marking

Students who believe grades on their assessments are inaccurate should first discuss the grading and feedback with the teaching assistant who graded their work. Most times, that discussion between the TA and student can resolve any concerns regarding the grade. However, if you are still not happy with your grade, you can request a re-marking by contacting the instructor explaining why you believe you deserve a higher grade than assigned. The r-marking will be done by another teaching assistant under my supervision. The re-mark will stand as the final mark, even if it is lower than the original mark.

Grading Scheme

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen's Official Grade Conversion Scale:

Queen's Official Grade Conversion Scale

Grade	Numerical Course Average (Range)
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	49 and below

Netiquette

In any course you often communicate with your peers and teaching team through electronic communication. You are expected to use the utmost respect in your dealings with your colleagues or when participating in activities, discussions and online communication.

Here is a list of netiquette guidelines. Please read them carefully and use them to guide your communication in this course and beyond.

- Make a personal commitment to learn about, understand, and support your peers.
- Assume the best of others and expect the best of them.
- Acknowledge the impact of oppression on the lives of other people and make sure your writing is respectful and inclusive.
- Recognize and value the experiences, abilities, and knowledge each person brings.
- Pay close attention to what your peers write before you respond. Think through and re-read your writings before you post or send them to others.
- It's ok to disagree with ideas, but do not make personal attacks.
- Be open to be challenged or confronted on your ideas and challenge others with the intent of facilitating growth. Do not demean or embarrass others.
- Encourage others to develop and share their ideas.

Generative Artificial Intelligence Tools

Using generative AI writing tools such as ChatGPT in your submitted work is not permitted in this class. This type of use constitutes a departure from academic integrity. Original work, completed wholly by you, is expected to be submitted in this course.

Turnitin Statement

This course makes use of Turnitin, a third-party application that helps maintain standards of excellence in academic integrity. Normally, students will be required to submit their course assignments through onQ to Turnitin. In doing so, students' work will be included as source documents in the Turnitin reference database, where they will be used solely for the purpose of detecting plagiarized text in this course. Data from submissions is also collected and analyzed by Turnitin for detecting Artificial Intelligence (AI)-generated text. These results are not reported to your instructor at this time but could be in the future.

Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. The similarity report generated after an assignment file is submitted produces a similarity score for each assignment. A similarity score is the percentage of writing that is similar to content found on the internet or the Turnitin extensive database of content. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to determine the authenticity of work as a part of a larger process.

Please read Turnitin's Privacy Policy, Acceptable Use Policy and End-User License Agreement, which govern users' relationship with Turnitin. Also, please note that Turnitin uses cookies and other tracking technologies; however, in its service contract with Queen's Turnitin has agreed that neither Turnitin nor its third-party partners will use data collected through cookies or other tracking technologies for marketing or advertising purposes.

For further information about how you can exercise control over cookies, see Turnitin's Privacy Policy.

Turnitin may provide other services that are not connected to the purpose for which Queen's University has engaged Turnitin. Your independent use of Turnitin's other services is subject solely to Turnitin's Terms of Service and Privacy Policy, and Queen's University has no liability for any independent interaction you choose to have with Turnitin.

Queen's Policy Statement on Academic Integrity

Queen's University is dedicated to creating a scholarly community free to explore a range of ideas, to build and advance knowledge and to share the ideas and knowledge that emerge from a range of intellectual pursuits. Each core value of academic integrity, as defined in the Senate Academic Integrity Policy, gives rise to and supports the next.

Honesty appears in presenting one's own academic work, whether in the context of an examination, written assignment, laboratory or seminar presentation. It is in researching one's own work for course assignments, acknowledging dependence on the ideas or words of another and in distinguishing one's own ideas and thoughts from other sources. It is also present in faithfully reporting laboratory results even when they do not conform to an original hypothesis. Further, honesty is present in truthfully communicating in

written and/or oral exchanges with instructors, peers and other individuals (e.g. teaching assistants, proctors, university staff and/or university administrators).

Trust exists in an environment in which one's own ideas can be expressed without fear of ridicule or fear that someone else will take credit for them.

Fairness appears in the proper and full acknowledgement of the contributions of collaborators in group projects and in the full participation of partners in collaborative projects.

Respect, in a general sense, is part of an intellectual community that recognizes the participatory nature of the learning process and honours and respects a wide range of opinions and ideas. However, "respect" appears in a very particular sense when students attend class, pay attention, contribute to discussion and submit papers on time; instructors "show respect by taking students' ideas seriously, by recognizing them as individuals, helping them develop their ideas, providing full and honest feedback on their work, and valuing their perspectives and their goals" ("The Fundamental Values of Academic Integrity", 3rd Edition, p. 8).

Ultimately, responsibility is both personal and collective and engages students, administrators, faculty and staff in creating and maintaining a learning environment supported by and supporting academic integrity.

Courage differs from the preceding values by being more a quality or capacity of character – "the capacity to act in accordance with one's values despite fear" ("The Fundamental Values of Academic Integrity", 3rd edition, p. 10). Courage is displayed by students who make choices and integrous decisions that are followed by action, even in the face of peer pressure to cheat, copy another's material, provide their own work to others to facilitate cheating, or otherwise represent themselves dishonestly. Students also display courage by acknowledging prior wrongdoing and taking proactive measures to rectify any associated negative impact.

All of these values are not merely abstract but are expressed in and reinforced by the University's policies and practices.

Accommodations for Disabilities

For all requests for accommodations for disabilities, contact Tara Karasewich (Accommodations and Learning Management Systems Assistant) at psyaccom@queensu.ca.

Queen's University is committed to working with students with disabilities to remove barriers to their academic goals. Queen's Student Accessibility Services (QSAS), students with disabilities, instructors, and faculty staff work together to provide and implement academic accommodations designed to allow students with disabilities equitable access to all course material (including in-class as well as exams). If you are a student currently experiencing barriers to your academics due to disability related reasons, and you would

like to understand whether academic accommodations could support the removal of those barriers, please visit the QSAS website to learn more about academic accommodations or start the registration process with QSAS by clicking *Access Ventus* button at **Ventus | Accessibility Services | Queen's (queensu.ca)**

VENTUS is an online portal that connects students, instructors, Queen's Student Accessibility Services, the Exam's Office and other support services in the process to request, assess, and implement academic accommodations.

To learn more go to: https://www.queensu.ca/ventus-support/students/visual-guide-ventus-students

Academic Considerations for Students in Extenuating Circumstances

For all requests for academic considerations, contact Tara Karasewich (Accommodations and Learning Management Systems Assistant) at psyaccom@queensu.ca.

Academic Consideration is a process for the University community to provide a compassionate response to assist students experiencing unforeseen, short-term extenuating circumstances that may impact or impede a student's ability to complete their academics. This may include but is not limited to any extenuating circumstance (illness, bereavement, traumatic event, injury, family emergency, etc.) which is short-lived, begins within the term, and will not last longer than 12 weeks - see Academic Consideration webpage for details (https://www.queensu.ca/artsci/undergraduate/student-services/academic-consideration)

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. For more information, undergraduate students in the Faculty of Arts and Sciences should consult the Faculty's webpage on Academic Consideration in Extenuating Circumstances and submit a request via the Academic Consideration Request Portal. Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

Students are encouraged to submit requests as soon as the need becomes apparent and to contact their instructor and/or course coordinator as soon as possible once academic consideration has been granted. Any delay in contact may limit the options available for academic consideration. While we encourage instructors to accommodate, each instructor has discretion in deciding whether or how to apply the Academic Consideration. For more information on the Academic Consideration process, what is and is not an extenuating circumstance, and to submit an Academic Consideration request, please see the Faculty of Arts and Science's Academic Consideration website. ASO courses include links to information on **Academic Consideration** on your **Course Homepage** in onQ.

Please see the Teaching Team page for contact information for your instructor and TAs.

For more information, please see the [Senate Policy on Academic Consideration for Students in Extenuating Circumstances](#).

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